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ABSTRACT

The Educational Media Technician program at Burlington County College, Pemberton, New Jersey, ended its first year of operation August 31, 1973. The program had two main objectives: (1) to train and place students in jobs as paraprofessionals in libraries and media centers, (2) to train corrections institution inmates and parolees in library or media related fields to improve their chances of finding an alternative way of life. The program succeeded best with training and placing regular college students, although few libraries in the local area were found to be prepared to pay appropriate salaries for trained paraprofessionals. The media technician program was too narrow to suit the interests and life situations of the inmates and parolees. Few of the institutional participants become media technicians, but many were helped by counseling and other factors of the college environment. An outside evaluator's report and an outline of the program are appended. (Author/PF)

ED 096995

NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR: Educational Media Technician

AT: Burlington County College
Pemberton-Browns Mills Road
Pemberton, New Jersey 08068

DATES: July 1, 1972 through August 31, 1973

SUBMITTED BY: Fleming A. Thomas

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INTRODUCTION

The Educational Media Technician program at Burlington County College ended its first year of operation August 31, 1973, with both successes and continuing difficulties regarding its primary target group of participants (corrections-related, minority, and veteran), and with solid, if modest, success with its regular students from Burlington County. We feel it is fair to say that we have attempted to meet the challenge of correctional rehabilitation inherent in the program head on and have consequently learned a great deal about it. A major portion of this report will be devoted to setting down in a manner we hope is useful to others those insights and principles we have been able to establish in the past year. We will also discuss the general circumstances the program finds itself in with its regular students and the job market in Burlington County. On the whole it appears that the institute will provide useful insights into correctional rehabilitation and improve the quality of sub-professional library and media personnel in the Burlington County area. Looking forward to the period following funding by the grant we appear to be moving toward local continuation of the library/media program for county residents and modifying the corrections aspect of the program so that it will efficiently fit in with the other corrections related programs at the college.

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EVALUATION

Before discussing the accomplishments and problems of the Educational Media Technology program it would be well to summarize the statement of objectives included in the proposal submitted for second year funding. These objectives represent the process of refinement of our understanding of our purposes as it developed over the first year of the program.

The objectives of the Educational Media Technology program at Burlington County College fall into two categories: first those that apply only to the corrections-related institute participants. In the first category our objective is, of course, to train and place students in jobs as paraprofessionals in the library and media fields. We hope that our graduates will be particularly successful paraprofessionals because we have designed our curriculum and our facilities to provide in-depth training in all aspects of the subject matter and have made a special effort to provide a high level of technical competence in areas which have proven to be major problem areas in library and media services. Taking advantage of our unusually well equipped and designed library and media services, we are training our students in the use of such things as professional level audio, photographic and graphic arts production, and a computerized print and nonprint storage and retrieval system. In addition, we are training our students in the lower level managerial skills required to keep a highly sophisticated library/media operation running smoothly without the constant attention of the professional to details and trouble spots. We at Burlington

County College have experienced over and over again the problems of trying to implement a program designed to use a large and extraordinary amount of technology in library and media services and have learned that good support personnel are the key to a smooth running operation. In short, we have learned that technology requires technicians and that differentiated staffing is the key to the economical use of personnel. We feel that our own professional staff which has had the experience of developing library and media service support personnel are in a good position to train paraprofessionals in the classroom.

The educational objectives for the corrections related institute participants are, however, somewhat different because of the special nature of their backgrounds. Experience in working with inmates and parolees during the first year of the program has shown that it would be unrealistic to expect them all to follow the two year program into an ordinary paraprofessional position. There are several key reasons for this: first these men are older than most college freshmen (average age about 25) and often have families to support. They have often earned substantially more money, legally as well as illegally, than they can expect to receive as a library or media paraprofessional. Second, they have, with a couple of exceptions, no previous positive school experience and consequently come into college with little idea of how college can benefit them or what curriculum really interests them the most. Third, they have not chosen the EMT/LTA curriculum, but have rather been chosen for it because they happened to be among the small number of men

legally eligible for the program at the Bordentown and Yardville Reformatories while we were recruiting.

These factors have led us to accept as a minimal objective for corrections-related institute participants that as a consequence of their involvement with the program they will find some viable alternative to the way of life that has put them in jail in the past. Achieving this minimal objective represents a direct attack on the 80% recidivism rate in the corrections system nationally and in the State of New Jersey. It costs approximately $15,000 to arrest, convict and incarcerate a man for one year in the State of New Jersey. This figure does not include welfare costs for his family, or the cost of his crimes, both detected and undetected. On the other hand, the total two year costs for a man in our program is approximately $12,000. (Total 2 year budget $172,000 divided by 14 stipendees). For this reason we feel our minimal objective is justifiable from a cost-effectiveness point of view particularly because if our program is instrumental in breaking the 80% recidivism cycle for an individual he will spend the rest of his working life paying taxes as opposed to being a tax liability.

However, we do not accept this minimal objective as the most desirable. For all our corrections-related institute participants our general working objective is to place them in jobs related to their training in the EMT/LTA program. For some this might be starting their own photography business or developing a particular talent for graphic arts into a good paying job in industry. For others it could be using a paraprofessional library or media job to complete a Bachelor's degree.

While some individuals in the program seem likely to follow some of the possibilities suggested above, we can propose a further objective for certain of our participants. Some show interest in using the skills they are acquiring in the EMT/LTA program to attack some of the problems they have experienced in the corrections system and in the neighborhoods from which they come. It is our hope to be able to place some of our men in jobs in corrections institutions or in deprived environments where their experience of crime and the corrections system is an asset as opposed to a liability. Libraries, schools, and other institutions in deprived urban areas which are seeking new ways to bring improved library and media services to their communities are possible employers. Also, it should be pointed out that the urban communications department of Livingston College, which trains its graduates in the use of print and nonprint media to solve urban problems, has expressed interest in our graduates.

In short, we are proposing that a flexible set of objectives based on the individual talents and interests of our corrections-related institute participants in particular will provide the most benefit for the funds expended to the individuals concerned and ultimately to the library media field.

The objectives for corrections-related participants discussed above reflect the restructuring of our goals in the face of problems encountered during the first year of the program. The key problem, we can say at this point, is that a program based on this, or any other single curriculum is at a severe disadvantage in dealing with the corrections-related participants. Inmates and parolees no less than the

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general population have varied and changing interests. Experience with the particular corrections-related participants at BCC has shown that this group clearly prefers the audiovisual courses over the library courses. While this preference was anticipated from the outset, given the rarity of prior academic success and social background of inmate populations, it has become apparent in the course of the first year that most of our corrections-related participants have so little prior knowledge of college that they are simply not ready to choose a particular career or even transfer curriculum. Those who have stayed in the program have discovered that they are genuinely interested in a college education but most still have no clear goal in mind. It is fair to say that the majority of successful corrections-related participants are going through a process of self-discovery and growth and that it would be foolish, at this time, to expect any final commitment to or rejection of the library/media curriculum. It would be fair to say at this time that our experience indicates that any full-time school release program similar to the EMT program should allow participants an open choice of curriculum and make available, if not require, intensive career testing and counseling.

Indeed, the positive effects of the program on the corrections-related participants appear to stem from the general college experience and from the personal relationships developed in counseling situations. Before discussing the counseling aspects it would be well to list the general effects of the college environment on the corrections-related participant.

First, this or any college is a new experience for almost all of the participants. Some are totally unable to accept the novel possibilities of the situation, see it as an extension of the environment from which they came, and attempt to exploit only those aspects of it with which they are familiar. These aspects are quite unastonishingly the pool tables in the game room and the opposite sex. The other familiar aspect -- drugs -- is largely missing because it is well controlled on campus by our security department. Even off-campus, marijuana is the only easily obtained drug in most local areas. Individuals of this type eliminate themselves from the program quickly by flunking out with unshakeable determination.

The more successful participants, however, are to some extent struggling with the problems just discussed. Even when genuinely interested in their school work and in changing themselves, their previous patterns of behavior often get in the way. Here the unfamiliarity with the potential value of academic work is a problem even for the sincerely interested participant. Two characteristics of Burlington County College very helpful in getting the corrections-related participant involved in the academic program are the developmental courses which ease problems of basic skill deficiencies and the fact that the faculty's primary task is teaching, not research. These characteristics are quite common in junior colleges and should be extremely helpful to any corrections-related program similar to ours. It must be noted, however, that the social concern and cooperation

of the faculty and administration at BCC have made the job of getting the participants involved much easier.

Another problem related to the newness of the college environment is that the academic environment appears unreal to corrections-related participants. It is not hard to understand that a small, ex-urban community college with a relatively young and naive student body may appear unreal to an individual intimately familiar with the harsh realities of urban life. Once acclimated, however, this environment can be and is a shelter from those urban pressures.

One of the clear effects of semi-rural environment and the relative lack of sophistication of the student body is that participants tend to develop close relationships with the program staff, and other faculty members who are involved in corrections education. We have roughly a dozen individuals, both faculty and administration, including two ex-offenders, who are deeply involved in corrections education as well as another dozen faculty who teach one or two courses a year to inmates. Consequently the participants have a relatively large group of mature people to relate to who are aware of and sympathetic to the problems of inmates and parolees.

While taking nothing away from the helpfulness of these individuals, the major work of counseling still falls on Mr. Meyers and Mr. Gude as the only staff members whose full time energies are devoted to the program. For the sake of the reader's objectivity it should be pointed out that the program coordinator, Mr. Gude, is the writer of this report and the ensuing discussion of the counseling aspects of the

program inevitably involves the writer's subjective judgments on what is perhaps the most subjective aspect of the program. However, despite these difficulties, the EMT staff agrees that day to day counseling has been a central feature of the EMT program since its inception.

The key factor in the rehabilitation process that we would like to hypothesize there is that insofar as any outside agency can cause positive change and growth in the corrections participants, a counselor would be an individual who can serve as a model for change and with whom, at the same time, the participants can identify and relate. This combination is essential because either quality alone is unlikely to make any change in the corrections-related participant. If an individual attempts to help and change inmates by simply relating -- being one of the guys -- he will quickly make a fool of himself. Likewise an individual with strong sense of values who may have excellent insight into the problems of inmates will have difficulty if he is unable to bridge the cultural gap between normal and inmate society.

One of the typical traits of inmates which is difficult to handle is the use of authority. As a group, inmates are hyper-sensitive to any attempt to tell them what to do or to control them in any way. Any action that can be equated to police or corrections officer authority causes instant alienation. For example, within inmate society a positive value might be placed on the actions of an inmate who spends a week in solitary confinement for cursing out a corrections officer who told him to shut up or stop doing this or that.

This sort of behavior is closely related to persistence in criminal activity in defiance of society. Bringing home to the inmate the self destructiveness or more bluntly the stupidity of this group of behaviors and attitudes is a task we have found ourselves performing over and over. It is not enough to point out that these values are self-destructive, good and understandable reasons for accepting self-actualizing values must be presented.

Another phenomenon we find in working back through this attitude toward authority and other difficulties is a vast store of bitterness and anger toward society. Often we find that at the bottom of these feelings are perceptions of inequities that apply -- often quite validly -- not only to the individual involved but to the groups and subcultures from which he comes. An individual's group identification may include membership in a minority or ethnic group, the drug sub-culture, and finally inmate culture as well. Seventy percent of New Jersey reformatory population is Black and 80% are incarcerated for drug-related offenses. Consequently it is not surprising that alienation and anger are abundant and that we are constantly trying to help individuals find ways to handle and express these feelings in ways that are not destructive to himself and society. In general the working approach we have developed is to try to help each participant grow toward a way of living which recognizes the validity of each individual's experience and desires without the high cost to themselves and their families, not to mention society, of crime and its punishments. One participant

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remarked that learning how to live satisfactorily without getting in trouble was what the program was "all about". The selection of Mr. James Meyers, an ex-offender, for the counseling position has been very helpful. Although relatively rare, there are ex-offenders who have successfully made the transition from the circle of criminal activity and incarceration to a normal way of life. Mr. Gude and Mr. Meyers have attempted to work together to not simply expand the amount of counseling time but also to reinforce and complement each other's work with the participants. The inclusion of ex-offenders who have made the above-mentioned transition successfully is strongly recommended for two reasons. First, they share a large and crucial set of formative experiences with the participants. Second, they have unimpeachable credibility as role models. These two factors together provide a tremendous efficiency of communication, which allows Mr. Meyers to deal surely and quickly with the deceptions and self deceptions of participants on a daily basis.

At this point in the program we feel it would be valid to continue a full time school release program at the end of second year of funding but with open curricular options for participants. During the first year we have had the opportunity to develop the working methods and staff experience described above and enjoy a good working relationship with corrections authorities and other state agencies. We also feel strongly that a full time release program would fit logically with the Right to Read Program and regular college offerings inside the Bordentown and Yardville Reformatories and the part-time release program at the college. We are currently exploring

funding possibilities to this end.

Working toward the primary objective of the program -- placing graduates on jobs in the field -- during the first year with minority and veteran participants and approximately 35 regular county students has revealed the problems of the local job market. Sub-professional library and media personnel in the Burlington County Schools are classified as aides, and are paid sub-clerical wages. These positions require no prior experience or training and there is no general provision for paraprofessional positions falling between the clerical and professional levels. This situation exists, if for no other reason, because no supply of paraprofessionals has been available in the past. However, there has been considerable interest in paraprofessional skills, particularly in the areas of sub-professional cataloging tasks, equipment repair, and lower-level management skills such as those required to maintain equipment pools.

Approximately 20 of the 35 regular county students in the program are currently employed as Library and/or Media aides in the county and, of course, hope to achieve paraprofessional status and commensurate salaries as a result of their training. There is some resistance to this eventuality from school administrators for the obvious and understandable reason that it will increase pressure on already hard-pressed budgets. Because public education in New Jersey is financed largely from local property taxes and because the county is made up of mostly conservative rural and suburban communities, there is strong taxpayer resistance to increased educational

budgets. Another related source of resistance is that the process of official recognition of paraprofessional status based on educational credentials appears to many administrators and school boards to parallel the official recognition or certification of professional personnel. This notion, coupled with the increasing success of professional organizations in obtaining increased salaries and a voice in areas that have previously been wholly the preserve of administration, is an apparent source of reluctance to officially recognize paraprofessionals on a county- or system-wide basis.

The task of obtaining recognition for our graduates is further complicated by the fact that the schools have been using these aides with considerable success for some time. The aides are typically women 30 to 50 years old who began working as volunteers in the same school their own children attended. They were offered nominal salaries as the work they performed increased and as they as individuals proved their willingness and ability to perform it. As a group they tend to be dedicated, intelligent, and hard working, bringing far more to their jobs than is warranted by the minimal ($3,- 4,000 yearly) salaries they receive. The schools are consequently accustomed to receiving a very high return on the salaries paid to aides and are consequently reluctant to entertain the idea of paying more and officially recognizing our graduates as a separate class of employees.

However, just as the development of library programs in the past created a need for paid aides where volunteers had previously sufficed, the increased use of media and the

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continued development of library and media programs in general is creating a need for trained personnel to relieve the increasing pressure on professional library and media personnel. Typically a librarian is faced with the influx of A-V software into a previously all book situation and must perform all the sub-professional cataloging routines that are too complex for an untrained aide. Similarly the task of A-V equipment distribution which had been handled by a teacher part-time for a $300 a year honorarium grows to the extent that a full-time paid paraprofessional is the logical and most economical solution to the problem. Of course, the wealthier school districts in the county have the largest and most advanced library/media services and are the most aware of the gap between professional and aide level skills and the consequent hidden cost of professional time spent in sub-professional work. We expect that these districts will recognize, albeit unofficially, the need for paraprofessional level skills by paying our graduates better than they paid their aides. In fact, some administrators recognize this need and are willing to establish special job descriptions for people with special skills without recognizing a separate job category. They are also willing to pay extra if our graduates prove themselves to be worth more. While from our point of view this is a less than satisfactory arrangement, we feel these assurances are sincere. In addition, because of the administrative concerns and budgetary pressures discussed previously, recognition of paraprofessionals will have to be an evolutionary process. In all

realism neither we nor our students are in a position to demand and get official recognition at this time.

Recognition of paraprofessionals in the public library system seems more likely because the New Jersey Civil Service Commission is currently writing new specifications for sub-professional library employees. Mr. Fleming Thomas, the program director, is on the committee which is drawing up the specifications and it appears at this writing that formal training will be given recognition in the new classifications.

CONCLUSION

The EMT program then has experienced two key difficulties. First, the curriculum is too narrow for the interests and stage of personal development of the main target group -- inmates and parolees, although this has not been a problem for the minority and veteran groups. Second, while the county public schools as the primary prospective employers of our graduates have accepted the idea of trained sub-professionals, they have not decided how they will classify and pay them.

While we have probably failed in all but a few cases in making Library/Media personnel out of the corrections-related participants, we have had considerable success with the rehabilitation of this group. While this problem could have crippled our efforts to rehabilitate the corrections-related participants, we have developed a counseling approach to the participants which allows each individual to work within the limitations of the program toward his

own growth and development. On the whole, the EMT grant has allowed us to build a workable full-time school release program, developing a good working relationship with the college community and the corrections institutions involved. We feel that at the end of the second year we will be able to systematically classify the successful elements of the program and provide others with a general approach as well as specific working methods for a junior college based correctional rehabilitation program.

In the second area of difficulty, our efforts to establish recognition to Library/Media paraprofessionals is really just beginning. Perception of the need for trained paraprofessionals varies widely among potential employers as does their concept of the role of the paraprofessional. This problem is part, we suspect, of the general state of Library/Media paraprofessional status nationally. We are currently working with the superintendents and principals in the county on the questions of job classification and salary. It is too early to tell yet, but it appears that our graduates' success or lack of it on the job will determine whether or not we succeed in establishing more up to date and effective use of paraprofessionals in the county and state.

	Anderson, Louise	Armstrong, John	Berry, Robert	Betts, Donald	Brown, Wallace	Caldwell, James	Cauthorne, John	Day, Marius	Estok, Frank	Fineberg, Kenneth	Franklin, Edgar	Ganney, Fred	Kovacs, Robert	Marshall, Raymond	McCoy, James
AGE	33	28	39	26	23	28	29	24	25	32	24	30	23	22	20
SEX	F	M	M	M	M	M	M	M	M	M	M	M	M	M	M
QUALIFYING CHARACTERISTICS	M	I	I	I	I	I	I M V	M V	P	P	I M V	M	I	M V	I
MARITAL STATUS	M	S	S	S	M	D	S	D	S	M	S	S	S	S	S
HIGHEST GRADE COMPLETED	12	10	10	10	12	7	10	8	12	11	12	9	10	12	10
HIGH SCHOOL DIPLOMA/ GED	HS	GED	GED		HS	GED	GED	GED	HS	GED	HS	GED	NO	HS	GED
DEVELOPMENTAL COURSES AT BCC			MTH	MTH	MTH	MTH		ENG	MTH		ENG	ENG MTH REA	ENG	MTH	
GPA-AS OF FALL SEMESTER 1973	2.17	0	3.29	2.83	2.68	2.33	0	0	1.91	1.00	0	0	0	0	1.78
TOTAL CREDITS-FALL SEMESTER 1973	36	0	21	18	31	15	0	0	14	6	0	0	0	0	21
PRESENT STATUS	E	T	E		E	T	E	T	E	T	E	T	E	T	E

QUALIFYING CHARACTERISTICS: I=Inmate P=Parolee M=Minority V=Veteran
MARITAL STATUS: S=Single M=Married D=Divorced or Separated
DEVELOPMENTAL COURSES: ENG=English REA=Reading MTH=Mathmetics
PRESENT STATUS: E=Presently enrolled T=Terminated

	Morris, Clarence	Power, James	Rice, Jacob	Robertson, William	Ruggiano, Victor	Sessoms, James	Tagliaferri, V. J.	Thomas, Steven	Williams, Mary	Williams, William	Wright, Clevell
AGE	24	25	21	22	26	25	23	23	25	24	24
SEX	M	M	M	M	M	M	M	M	F	M	M
QUALIFYING CHARACTERISTICS	I	I	I	M	I	I M	I	M P	M	I	M I
MARITAL STATUS	S	M	S	S	M	M	M	S	S	M	S
HIGHEST GRADE COMPLETED	10	10	0	12	12	10	8	10	12	12	12
HIGH SCHOOL DIPLOMA/GED	GED	GED	NO	HS	HS	NO	GED	GED	HS	HS	HS
DEVELOPMENTAL COURSES AT BCC	MTH ENG REA	MTH ENG	ENG	MTH ENG REA	MTH	MTH ENG REA	REA	MTH REA	MTH	ENG MTH	MTH ENG REA
GPA-AS OF FALL SEMESTER 1973	0	1.83	0	0	2.00	0	0	.83	1.88	4.00	2.50
TOTAL CREDITS-FALL SEMESTER 1973	0	9	0	0	15	0	0	15	18	9	12
PRESENT STATUS	T	T	T	T	E	T	E	T	E	E	E

NAME	ADDRESS	NO. DEPENDENTS	PRE-EMPLOYMENT
Anderson, Louise	607 Ogden Avenue Mount Holly, N. J.	2	Unemployed
Armstrong, John	P. O. Box 1 Yardville, N. J.	1	Unemployed
Berry, Robert	1316 Bay Plaza Belmar, N. J.	1	Unemployed
Betts, Donald	643 Rankin Road Brielle, N. J.	1	Unemployed
Brown, Wallace	101 Amsterdam Drive Mount Holly, N. J.	3	Unemployed
Caldwell, James	P. O. Box 110 Wrightstown, N. J.	4	Unemployed
Cauthorne, John	547 S. Sixth Street Camden, N. J.	1	Unemployed
Day, Marius	16F Easthampton Apts. Mount Holly, N. J.	1	Unemployed
Estok, Frank	712 Centre Street Trenton, N. J.	2	Unemployed
Fineberg, Kenneth	Mt. Laurel Road Mt. Laurel, N. J.	3	Unemployed
Franklin, Edgar	40 Thomkins Street W. Orange, N. J.	1	Unemployed
Ganney, Freddie	16F Easthampton Apts. Mount Holly, N. J.	1	Unemployed
Kovacs, Robert	228 Kipp Avenue Elmwood Park, N. J.	1	Unemployed
Marshall, Raymond	907J Kennedy Ct. Ft. Dix, N. J.	1	Unemployed
McCoy, James	8 Hilltop Bordentown, N. J.	1	Unemployed
Morris, Clarence	1630 E. State Street Trenton, N. J.	1	Unemployed
Power, James	640 Cramer Avenue Beverly, N. J.	1	Unemployed

NAME	ADDRESS	NO. DEPENDENTS	PRE-EMPLOYMENT
Rice, Jacob	134 Baldwin Street New Brunswick, N. J.	1	Unemployed
Robertson, William	16F Easthampton Apts. Mount Holly, N. J.	1	Unemployed
Ruggiano, Victor	117 Orchard Avenue Runnemeade, N. J.	4	Unemployed
Sessoms, James	113 Anelve Avenue Neptune, N. J.	3	Unemployed
Tagliaferri, Vincent	Apt. 4K, Park Apts. Park Avenue Bordentown, N. J.	2	Unemployed
Thomas, Steven L.	837 Edgewood Trenton, N. J. 08104	1	Unemployed
Williams, Mary	547 S. Sixth Street Camden, N. J.	4	Unemployed
Williams, William	P. O. Box 8 New Lisbon, N. J.	2	Unemployed
Wright, Clevell	101 Amsterdam Drive Mount Holly, N. J.	1	Unemployed

APPENDIX

1. Outside Evaluator's report by Ruth Katz
2. Entry for EMT program from North East Regional Council on Vocational Education, The First National Source Book

ANALYSIS OF THE EDUCATIONAL MEDIA TECHNOLOGY PROGRAM--A FEDERALLY-FUNDED INSTITUTE FOR TRAINING IN LIBRARIANSHIP AT BURLINGTON COUNTY COLLEGE

Prepared by Ruth M. Katz, Rutgers University

OVERVIEW

The analysis was undertaken during the period December 1972-May 1973 and included three, day-long site visits (Dec. 14, Feb. 15, May 10). These site visits were used to tour facilities available to institute participants; collect information, data and materials about Burlington County College generally and the Educational Media Technology program specifically; and to talk with institute staff members and with some of the institute trainees. A total of approximately 60 hours was spent during the analysis effort.

To provide a focus for the information gathering effort, the following framework of questions was devised prior to the first site visit.

from the information available, can we tell:

1. if the program is meeting the purposes for which it was established?

2. if the program goals are specified operationally or behaviorally?
   a. can they be so specified?
   b. are they measurable?

3. if there is a discrepancy between program goals and program content?

4. if the trainees
   a. learning the training content?
   b. practice and learn to make applications?

5. if the staff
   a. determines point of entry for each trainee?
   b. evaluates readiness for learning of each trainee?
   c. measures intended learning?
   d. gets and gives feedback on progress?
   e. uses alternative learning approaches and tasks?
   f. uses a variety of materials and methods of instruction?

6. to what extent the program outcome is dependent on outside factors?

Several additional questions were devised with the intent of directing them to each EMT staff member. When this was determined to be inappropriate, the questions were added to those above and used in a more general way.

7. should we look at the BCC program as compared with
   a. other similar programs sponsored by USOE?
   b. other similar programs at BCC?
   c. other paraprofessional programs, generally?

8. is the BCC program primarily directed to emphasis on good work habits or to emphasis on subject matter?

9. what would people connected with the program like to see used as indicators of its success?

INFORMATION SOURCES

The following documents were seen as sources of information:

BCC catalog, brochures and student newspaper
EMT proposal to USOE, report to USOE 12/5/72
data on trainees accepted, attendance and grade records
resumés of EMT staff
EMT course materials and syllabi
data profile of BCC student population

The staff and trainees of the EMT program were used as sources. Initially, it was thought that certain other BCC personnel should be visited, e.g. the Dean of Instruction, the placement officer. This idea was abandoned when it became clear that nearly all required data was available from the Coordinator of Instructional Programs in the Division of Learning Resources.

PROGRAM EVALUATION

The idea of having an evaluation of the EMT institute was written into the proposal submitted by the Division of Learning Resources to USOE. This is seen as a commitment by EMT staff to use the results to improve future decision-making. Among the decisions that can be made:

1. to continue or discontinue the program
2. to improve its practices and procedures
3. to add or drop specific program strategies and techniques
4. to institute similar programs in additional settings
5. to allocate resources among competing programs

The evaluation design is influenced by the nature of the decisions to be made. It is also influenced by the many constraints of the program's internal and external environment. Some of these constraints are displayed in Figure 1.

FIGURE 1

Constraints imposed by or characteristic of

USOE	*stipends must go to minority member of local community, to veterans, inmates or parolees *stipends can't go to persons who work full time *stipends not sufficient to provide housing and transportation in county for trainees who become paroled and are not county residents *faculty contract requires that part time or overload teaching assignments be offered to all qualified BCC faculty before it is offered to outsiders
BCC	*rural location-student body young and inexperienced with respect to target group *rural location-difficult for minority residents of community to travel-public transportation not available *EMT program designed not just for target group but to serve and train county residents to work in local schools and public libraries *only one staff member available full time to institute program
PRISON SYSTEM	*work release law-inmates with less than six months left in sentence and full minimum security status are eligible *limited availability of transportation for inmates on work release-result is that some eligibles have to be transferred to minimum security camp located near the college
COMMUNITY	*provides pool of eligibles from which selection is made *cooperation or non-cooperation of community agencies in recruiting eligible minority trainees

FIGURE 1 continued

Constraints imposed by or characteristic of	
TRAINEES	*most are from urban ghettoes *come with poor school records and negative experiences with education generally *many are heroin addicts-almost all have severe drug histories *have little interest in or poor image of libraries *not highly verbal and have low estimation of their ability to "make it" in the "straight" world *have problems outside the scope of the program
LIBRARY/MEDIA PROFESSION	*lack of commitment to use of paraprofessionals *lack of agreement on skills needed by paraprofessionals *low pay for paraprofessionals-marginal for family income *some settings where persons with arrest records not employable *profession not established clearly in minds of community members as a source of jobs

Another constraint, common to many new programs, is difficulty in the start-up or first funded year. In the case of the EMT institute, the problem was complicated by the nature of the federal proposal process and possibly by the staff's relative inexperience in dealing with it. The result was an unrealistically short lead-time of two months to recruit for, schedule, and staff the institute. Five months were available for planning and constructing needed laboratory facilities.

Additionally, there were difficulties in contacting county minority group organizations during the summer months. Arrangements for recruiting among prison inmates were less difficult because BCC already had experience with programs in the prisons; thus all the necessary contacts and administrative procedures were known.

The many obstacles encountered in recruiting for and in implementing the EMT institute are clearly presented in an informal written report submitted by the Division of Learning Resources to USOE on 12/5/75. This information will not be repeated here.

Given the constraints listed above and the small size, limited scope, and short duration of the funded institute, is evaluation worth doing? According to Weiss[1], evaluation is probably not worth doing in four kinds of circumstances:

1. when there are no questions about the program. That is, when decisions about its future either do not come up or have already been made.

2. when the program has no clear orientation. Program staff improvise activities from day to day and the program shifts and changes, seeking direction.

3. when people who should know cannot agree on what the program is trying to achieve.

4. when there is not enough money or no staff sufficiently qualified to conduct the evaluation.

The mere listing of these conditions should not be taken to mean that all are descriptive of the EMT institute program. What is suggested is that the contents of the present report are more program analysis than program evaluation.

PROGRAM ANALYSIS

Questions 1 through 9 on pages 1 and 2 of this report are referred to for the purpose of analysis.

Questions 1, 2 program goals

The stated overall objectives of the EMT program[2] are to:

a. meet a present and anticipated need for educational media and library technicians

b. provide training in this area to prison inmates, parolees, minority group members, and veterans, and

c. test the applicability of this and similar programs as a means of reducing the rate of recidivism

These statements of objectives begin to describe the intended consequences of the program; it is information about intended consequences that is most urgently needed by the program evaluator. Sub-goals that might specify operational or behavioral milestones are not described. The following problems are evident. Objective a is subject to constraints outlined in Figure 1--that is, the need for technicians is not completely apparent within

the library/media profession or community or among the trainees. It might, however, be assumed by BCC that USOE's willingness to fund a program for technicians is evidence of a need for such technicians.

Objective b which follows from objective a is weakened if objective a is drawn on a partically invalid assumption.

Objective c would seem to be outside the scope of the funded program. It might well be an objective of USOE or of the prison system.

In summary, none of the stated program objectives is measurable.

Questions 3, 4, 5, 8 program content and staff

Instructional packets from two courses (PHO 101, EMT 105) were examined as were classroom and laboratory facilities. It is not known whether other course materials and laboratory manuals or a detailed description of courses are available. A one-page list of available courses contains the same information that appears in the BCC 1972-74 catalog. It is not known whether all of the listed courses have been or will be taught. While there are some materials and guidelines available for the two courses listed as internships, it is not known whether the supervising professionals have been selected based on written criteria, or are specially trained by EMT program staff. A written evaluation form is being prepared to evaluate trainees, but it is not known if one is being prepared to evaluate supervisory professionals.

The EMT program staff consists of two professionals (Gude, Olsen); only one (Gude) is full-time. Three additional professionals are scheduled to teach in a coming semester: Joseph Rogowski, Audio and Video Techniques; Jerry Holt, Photography; Fleming Thomas, Media Center Organization.

Given the previous discussion of program goals and the above discussion about what is known of program content, it is not possible to analyze whether a discrepancy between goals and content exists.

Given the above knowledge of program content and the fact that 7 or 8 of the original group of 14 trainees are no longer in the EMT program, it is not possible to determine if the trainees learn the training content and are able to make applications from it.

Portions of question 5 are answerable or unanswerable from the above information. In general, it is this investigator's impression that the courses in instructional media and photography are designed and presented in such a manner that all six of the subquestions can be answered in the affirmative. Further, there is evidence that these courses are being modified and improved based on experience and from trainee feedback.

The courses relating to library services and processes appear to be less successful. A possible explanation is the use of regular Division of Learning Resources staff in the instruction (as contrasted with staff hired for teaching ability and/or experience with minority group or other special programs) or the apparent attempt to create the library courses in the manner of a miniature library school Master's degree program. This latter problem is characteristic of some other known attempts at library paraprofessional training.

Question 6 outside factors

This question is answered in Figure 1.

Question 7 putting BCC program in perspective

With what pool of program experience should the EMT data be combined and examined? The funding agency at USOE (Division of Library Programs) has some experience with training librarians to work with the disadvantaged, either in the community or in institutions, and some experience with paraprofessional programs--none of which seem appropriate for comparison with EMT. Many of the USOE-DLP-sponsored programs and institutes were initiated by or run by graduate library schools.

Among the paraprofessional programs initiated by libraries or library systems are those which seek to upgrade the skills of persons already employed and those which prepare college graduates for sub-professional library work. Within BCC there is considerable experience with conducting community college programs inside the prisons but not with on-campus, stipended programs for prisoners, parolees and minority group members. Neither of these categories provides a comparative base for EMT.

Data for comparisons and data for decision-making and change should come from paraprofessional programs other than those in librarianship. Health and paramedical programs are examples. A general survey of institution-based educational programs such as those in hospitals and prisons would also be a likely source of data. Finally, it would seem that some features from adult education, alternative schools, upward bound programs and the like might find applicability in EMT. It must be said that USOE neither provided the EMT planners with information nor required that such information be gathered for use in planning, curriculum design or evaluation.

Question 9 indicators of program success

Figure 2 reflects the complexity of any definition of program success.

FIGURE 2

Program success could be defined by	as
USOE	*contract requirements met *replicability
BCC	*high GPA, program completion each trainee *support services fully utilized *good community relations *contract renewal
PRISON SYSTEM	*low recidivism among corrections-related trainees *parole officers satisfied *good community relations *money saved (cost is $15,000/year/man to keep someone in jail)
COMMUNITY	*increased stability *more taxpayers *good college-community relations
ENROLLEES	*jobs or transfer to four-year college *some relative success even for those who do not complete program
LIBRARY/MEDIA PROFESSION	*more skilled help available *increasing involvement in solution of social problems *good community relations

GENERAL COMMENTS

The greatest success of the EMT program has been in ways that are difficult to document and all but impossible to plan for and replicate. Most of the success is the direct result of the efforts of one staff member....working many overtime hours, spending his own money, improvising and making decisions, supplying a whole range of supportive services, sometimes more from instinct than from book knowledge or even desire. Admirable as this extraordinary contribution may be, it should not be used to disguise the weaknesses in program staffing, planning, and materials.

The truisms above were nowhere more noticed than among the trainees themselves. Four in-depth interviews and briefer contact with another four enrollees is the basis for this conclusion. The trainees, as has already been noted, are not highly verbal nor have they come from good experiences with the education system including libraries. Most if not all of the trainees who were on work-release or parole came into the program because it was an alternative to prison. The majority seem more interested in the transferability of their credits to a four year college than in employment. Some who would seek employment would not stay in Burlington County. As for eventual employment in libraries or media centers, it would be unwise to speculate as to how many enrollees will end up in such settings; it seems equally unwise to suggest that libraries will make the program graduates welcome.*

From the vantage point of an outsider, it seems that the most general good that has come from the EMT institute is to demonstrate, again, the need for and usefulness of a halfway program--some series of events and experiences that eases the transition from prison to so-called full normal life. This is not a new concept in rehabilitation but the application to paraprofessional education in a community college environment may well be a new and fruitful application.

*However, the employment prospects are quite good for non-corrections related participants and for the approximately 30 part-time students who pay their own way.

References

1. Weiss, Carol H. Evaluation Research. Methods of Assessing Program Effectiveness. Englewood Cliffs, N.J., Prentice-Hall, 1972.
2. Burlington County College, Division of Learning Resources. Informal Report to USOE, December 1972.

SUMMARY OUTLINE

Program title: Paraprofessional Training in Media Technology

Special features: Educational release, individualized learning, community integrated.

Job skills taught: Photography, graphics, audio-visual technology, library technical services, repair of media center equipment.

Length of course: Two years.

Number of trainees: Ten men from two correctional facilities were enrolled in the fall of 1972 with four additional students representing veterans and minority groups from outside the institution. Enrollment has fluctuated during the 1972-1973 year.

Administration: Burlington County College.

Staff: One teacher-coordinator and a laboratory assistant.

Cost and funding: $72,000 implementation grant from U.S. Department of Health, Education, and Welfare, Library Bureau. Annual operating costs are estimated at $100,000.

Descriptive materials are available from the program coordinator.

Location: The program is offered at Burlington County College. Students are from the Youth Reception and Correction Center at Yardville and the Youth Correctional Institution at Bordentown, New Jersey, particularly the satellite unit at New Lisbon.

Contact: Fleming Thomas, director or Lorenz J. Gude, educational programs coordinator, Division of Learning Resources, Burlington County College, Pemberton-Browns Mills Road, Pemberton, New Jersey 08068.

Summary: Inmates from correctional institutions in New Jersey are integrated with a community college student body in a two year program which may lead to employment in educational media technology. To be eligible under the New Jersey work release law inmates must be within six months of parole. Paroled students may continue with the program since funding allows a $200 per month stipend.

Teaching and learning methods: Burlington County College has one of the best equipped audio-visual production centers in the country, according to Lorenz Gude, coordinator of educational programs in the learning resource center. With this as a base the program emphasizes the individual learning experience. Study carrels provide privacy for students to work with learning packets and a variety of audio-visual aids at their own pace. An internship required in the program is offered through on-campus part-time employment.

Curriculum for the Media Technology course offers a wide range of choices. In addition to electric circuits, introduction to instructional media and library services, typewriting, and photography which is required during the first year, the student has to earn 21 credits in general education. In the second year he can choose one elective in addition to the required courses in audio and video techniques, media center technical processes, problems of media center organization, and an internship as a media technician or library aide. In all of these courses offenders and parolees are integrated with other day students. Students can enter the program four times a year on a modified trimester basis.

Implementation requirements: Logistical problems occur in this program because students are located off campus. Those who come from the satellite

center are driven by an inmate in a state vehicle. Custody has been minimized because the students have been screened for trustworthiness before they are admitted to the program. According to Gude, the attendance and motivation of these men is good until they are paroled. Once the men are on their own, which can happen within a few months after they enter the program, they frequently have difficulty finding housing and transportation within range of the college. Since there are no dormitories at the college, Gude is recommending in the 1973-1974 funding plan that a half-way house be located near the college for the students on parole. In addition, he is requesting a counselor to be assigned to cover personal and attendance problems and the follow-up necessary in coordination of the program, particularly in placement of graduates.

Recruitment for the program is more difficult because of the low salary levels in the media technology field. Average annual income for paraprofessionals is $6,000-7,000. Funding from the Library Bureau for this program means that students receiving the $200 per month stipend are not eligible for the range of vocational choices open to other students. Gude feels that a broad choice of vocational programs combined with a half-way house would allow a college release program to achieve its maximum potential.

Student selection methods: Potential students are screened by the classification committees of the two institutions and are referred to the teacher-coordinator for an interview. Most of the students come from the satellite center, a minimum security facility that houses 65 men and provides food services to a state school for the retarded. The project director of this center works with the teacher-coordinator in the recruitment process. Students

must have completed high school, or its equivalency, and must demonstrate personal characteristics indicating ability and motivation to undertake college work.

Administration: The course is administered by the college with the cooperation of the education directors of the two institutions at Bordentown and Yardville. The director of the college's division of learning resources has responsibility for the program.

Staff: One teacher-coordinator, who also serves the division as coordinator of education programs, has been supported by various faculty members, many of whom also teach at Bordentown Correctional Institution. A laboratory assistant keeps the photography and graphic arts laboratories open eight hours a day.

Evaluation: As a transitional experience from incarceration to parole, the program has shared in some of the accompanying trauma with its students. The original intention was to have parole jurisdiction transferred to Burlington County, but several participants have been unable to obtain satisfactory housing in the county. Whether these problems can be alleviated with a half-way house is still to be determined. An evaluation of the first year of operation was to be completed in mid-1973.

History and development: Initiated in the fall of 1972, the program was designed to prepare its graduates for employment as paraprofessionals in school media centers and libraries. A thorough study, based on the opinions of the county's school superintendents, showed that there should be 80 openings in the Burlington County area by 1974.

In addition to veterans and minority group members, who were included in the original grant, program planners are now seeking a more diverse mix and

are hoping to add mothers on welfare to next year's classes. Primary emphasis will remain on inmates who are eligible for educational release.

Future plans also include involving students in actual television production to enable graduates to move into the growing field of cable television.